On the one hand . . . . . . on the other hand

THE CAMPUS

VOL. LXIV MIDDLEBURY, VERMONT, THURSDAY, MARCH 13, 1969 NO. 18

Jose Limon Dance Review — See Page 4

President Stratton - In Memoriam

Samuel Sommerville Stratton was the eleventh president of Middlebury. When he retired in 1963, he had guided the College through twenty years of accelerating growth.

This era saw the building of Stewart, Allen, Wright Theatre, the Arthur M. Brown Swimming Pool, and Proctor Hall. Enrollment nearly doubled and financial endowments tripled. These accomplishments earned Dr. Stratton the well-deserved reputation as a wise and dynamic steward of financial resources.

But he was also an educator of clear vision. He kept the College firmly in the liberal arts tradition, strengthened the faculty, and broadened the curriculum. He resisted educational fads, but was always open to well-planned innovation.

He was a beautifully educated man in the broadest sense. After graduating from Dartmouth, he went to work in the steel industry. Returning a few years later to formal studies, he earned a doctorate in Economics at Harvard, and joined the faculty of the Harvard Graduate School of Business Administration. Post-doctoral projects and assignments took him to Europe several times and eventually, when this country entered World War II, he assumed an important post on the War Production Board. In 1952-53 he took a year's leave of absence from Middlebury to serve as Director of the Technical Cooperation Administration for Saudi Arabia and Yemen.

Yet, with all this experience and the sophistication it gave him, Dr. Stratton was modest, even self-effacing. But he also had great warmth. He enjoyed students and took delight in their manifold interests. He warmly supported Chapel services, the Choir, athletic contests, and other extra-curricular activities. He eagerly followed the careers of many students long after they had graduated.

For many years to come Middlebury men and women, students and faculty, will be legatees of the enormous investment of love, energy, and wisdom which Samuel Stratton poured into his presidency.

Reverend Charles Scott

Open Council Approved

In its first open meeting last Friday, the College Council voted unanimously to remain open on a permanent basis, with a provision for a private session if two-thirds of the Council members deem it necessary. Spectators may not participate in the Council's discussions, but plans are underway to open the possibility of "smokers' session."

The Council set up a committee of two Deans, four faculty members and six students to study the various options for the Student Societies, scheduled to open in September. Dale DeLetis, Director of the Student Societies, attended the Council's meeting to explain the purposes of the Student Societies. There will initially be three Societies, each capable of feeding 125 students, with activities open to all students. Dean of the College Dennis O'Brien said that the Societies "have very elaborate social facilities," and President James Armstrong noted that they are to be supplied with "pretty substantial funds." The purpose of the co-educational Societies is to integrate the social and academic lives of the student. O'Brien noted, "The real problem will be, How do students attach to this society?"

Plans for further student housing must be submitted to the Federal Government this month if the College is to get a 3 percent loan — by far the lowest rate available. Unfortunately, the cost per occupant of the proposed dormitories must be held at $8,500 to comply with loan requirements. The recently completed dormitories would cost $10,000 per student to duplicate. A group of four students met with architects on Saturday and Dean O'Brien asked for student reaction on the "New Dorms," as well as any suggestions.

Describing the "crime wave on campus," Dean of Men Bruce Peterson mentioned that in recent weeks there have been four cases of shoplifting, a "tremendous" amount of furniture from the lounges has been stolen, serious vandalism has occurred, and the basement of the burned DKE house has been looted (see related editorial).

President Armstrong announced that a grant had been received from the National Science Foundation.

Stearns asked about the reason for the discontinuation of weekly maid service in many dormitories and he was referred to the college staff meeting.

Midd Debaters Successful

BY PHIL PILLSBURY

The Middlebury College Debate Team can now be considered the most successful team of any kind in Middlebury's history. Two years ago, before the arrival of Dale Deletis, the present coach, the team was hard pressed to pull together four debaters. However, under Mr. DeLetis, himself a national debate champion, the team now comprises a total of twenty debaters and individual events speakers, mostly freshmen and sophomores. Although the success has been unheralded, the team has won thirty-five awards in individual events since the beginning of the year.

The tournament at the City College of New York at the beginning of March was typical of the team's phenomenal ability. The team of Connie Brittain and Maggie Mahar came in third, although Miss Brittain was best speaker and Miss Mahar second best speaker. The two novice teams finished first and third overall. Merdeck, Polebaum, Bergreen, and Miss Snyder were awarded speaker trophies.

At Emerson College two weeks previously the individual events speakers, Phil Pillsbury and Ellen Donkin, won Oratory and Oral Interpretation, respectively. At the same tournament, Miss Hirayasu and Mr. Polebaum were judged the best novice debate team.

When questioned about the success of the team, Mr. DeLetis coolly replied, "It's too good to last. The future is bleak. As W. B. Yeats once said, "Things

Continued on page 2

Elsbery Speaks On Progress Of Ghetto Education

BY EDDIE SEYMORE

Professor James Elsbery, black Director of New York's Center for Urban Education, lectured Middlebury students last Thursday, March 6, on "Racism and Educational Research." Throughout his speech Mr. Elsbery maintained that the money spent on teacher training and educational research in the ghettos had thus far shown no significant change in the students learning capabilities.

According to Mr. Elsbery, the educational problems encountered by the black child in the ghettoes are only magnifications of the deficiencies inherent in the entire educational system. His main question was that since these problems are caused by shortcomings of the educational set-up, why are not white parents concerned. Why haven't they seen the system's failings and tried to investigate them?

Continued on page 2

Black Students Discuss King Commission Report

The Black Students for Mutual Understanding met with Dean O'Brien and President Armstrong Monday night to discuss the implementation of the following recommendations by the black students to the King Commission.

(1) The director of the special programs should be a minority group member.

(2) The establishment of a summer remedial course as well as a course during the year that deals with problems of reading comprehension and writing skills could be constructed as an alternative to the language requirement.

(3) A faculty exchange should be instituted. It could take the form of an exchange of faculty for a semester or a series of guest lecturers who would speak on various fields of interests.

(4) Department chairmen should be encouraged to initiate programs and to revise present courses so that contributions that have been made by black people are included. This may involve ordering additional material for the library.

(5) In the college's search for black faculty members, these individuals should be chosen for their academic qualifications as well as their ability to relate to the black students.

(6) The college should admit more black students so that within ten years 10 percent of the student body or 10 percent of the entering classes will be black students.

(7) In order to facilitate recruitment for black students and to increase "black awareness" among the students, the BSMU should be given a room or an office as an organizational base. A campus mailbox is also needed.

Fellowships

Two more Middlebury seniors have received national distinction in highly competitive fellowship programs. English major Kurt Heinzelman has been named a Danforth Foundation Graduate Fellow. French major Joseph Laboda has been awarded a Fulbright French Government Teaching Assistantship.

Student Senate Passes Parietals

The Student Senate has voted to approve a second semester parietal proposal from Painter Hall which calls for parietal hours in excess of the noon to 1 a.m. guidelines set by the administration.

Painter residents are asking for open hours from 10 A.M. to 1 A.M. Sunday through Thursday and from 10 A.M. to 3 A.M. on Friday and Saturday. Their proposal will now go to the College Council which in the past has vetoed all parietal requests not within the noon - to 1 A.M. limits.

Meeting on Sunday night, the Senate rejected a motion by Sherry Manasse calling for the creation of student recruiter program in which Middlebury undergraduates would act as representatives of the Admissions department.

Charging that current Admissions Department recruitment efforts were not producing a heterogenous student body, Miss Manasse proposed that students be sent to various high schools and prep schools throughout the country to interet more people in the college and attract a more diverse group of applicants.

The Senate also voted to create a committee which will conduct a poll of student opinion on the subject of the Campus' financing. The poll will ask students whether they would prefer **The Campus** be partially supported by the sale of subscriptions instead of by money from the Student Activities Fee.

Debate . . .

Continued from page 1

fall apart, the center cannot hold.' ".

Mr. DeLetis may well be right. Nevertheless, Midd cleaned up in New Hampshire.

Nixon . . .

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to a 16-year-old who stabbed another 16-year-old Leonard said, 'If he (the accused) had gotten roughed up on the street by the cop that picked him up in the first place, he might have had a chance for rehabilitation."

Most revealing of all about a man now involved in promoting desegregation is Leonard's longtime membership in Milwaukee's white-only "Eagles Club" The "Eagles have been a frequent target of civil rights groups who in the past objected to the fact that several local judges were members. After he got his new job at the Justice Department, Leonard resigned from the club for public relations reasons.

Even this, however, is more than Nixon himself has done about his membership in Baltusrol, an exclusive, suburban New Jersey golf club. At last report, Tricky Dick — whom we have to thank for all of these unbelievable appointments — was still "working within" that particular racist and anti-semitic institution.

Malcolm X Remembered

Malcolm X was acclaimed as "the greatest leader that the black community ever produced" in a March 2, panel discussion sponsored by Middlebury's Black Students for Mutual Understanding. The discussion commemorated the death of the black nationalist leader who was shot four year ago.

He introduced a"secular notion" into black thought, said Frank Jones, a panel member, that changed its orientation from divine deliverance to unified black action. In addition, he gave rise to black leadership. As a result, blacks have become more aware of their own identity, their problems, and white oppression.

Jones, a student, spoke on the panel along with Fred Brown and John Akpan, both students, and Political Science Instructor Osman Logoglu and History Instructor Craig Murray. Akpan moderated the discussion.

In a prepared introduction, Fred Brown outlined three general themes of the black nationalist:

— black unity and control of black communities;

— knowledge of black history; and

— freedom, "by whatever means necessary."

Malcolm X did not rule out violence, but Instructor Craig Murray noted a readiness of the white press to attribute violence to blacks and to Malcolm X. Instructor Logoglu added that Malcolm espoused violence in repreaching hate.

Because of Malcolm X, Logoglu said, blacks changed from a statistical minority to a "self-conscious cultural minority." By opposing the white establishment, he also opposed capitalism and favored socialism. However, Jones suggested, anti-capitalism was only incidental to his reaction to white oppression. Jones termed Malcolm "pragmatic."

Malcolm X distinguished between "left-wing black nationalists," and "right-wing Uncle Toms." As a Black Muslim, Malcolm organized lower class blacks "whose last hope of dignity lay in Black Islam," Fred Brown said.

Seeking to begin the active "secular" organization of blacks Malcolm broke with the Black Muslims in 1963. He worked for a separate black nation, either within the United States or in Africa, to realize black pride and black-identity.

Elsbery . . .

Continued from page 1

Protest by blacks on behalf of their children can help white children by dramatizing the failings of the educational system as a whole. Mr. Elsbery, after making this statement, called for an examination and reworking of the educational premise to fit the needs of the child. He added that this would call for a thorough study of education on all levels of instruction.

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LETTERS . . .

Animosity?

To the Editor:

Yet another example of the College Administration's lack of respect for certain student controls has come to light.

A dormitory student is found guilty of violation of parietal hours and has his case tried by the dorm council. Although his punishment is criticized as being too lenient, it is accepted by the Administration.

Four fraternity students are accused of the same violation and their cases are tried by the IFC — their student control group. A punishment deemed adequate by the IFC is imposed on the house which took responsibility for the actions of its members. But their punishment was not accepted by the Administration and they were informed at a later date of their "indefinite suspension," from the College.

Why can the actions of the dorm council be accepted as adequate, while those of the Interfraternity Council cannot? How can the Administration accept the dorm council's verdict of two weeks without parietal privileges as adequate; whereas it finds the imposition of a considerable fine and a semester of **disciplinary** probation on the house in question inadequate?

This seems to be another example of the much-denied animosity of the College toward the fraternity system. If this is the case, why try to disguise efforts to rid the College of a fraternity system as an effort toward protecting the morals of the College students? Why discriminate between the violation of a student who lives in a dorm and one who lives in a fraternity house, solely because the latter was publicized outside of the campus? Why ignore one student's crime (and a two week loss of parietal privileges is virtually equal to ignoring the offense) while putting a permanent black mark on the record of another? The College policy seems to call for punishment in order to save face, or when it will further the particular interests of the Administration.

S. K. Eaton

Freshmen are not in fact eligible to attend fraternity parties according to the latest report from the IFC.

Clarification . . .

To the Editor:

Your editorially obtuse "morally obtuse" demands some clarification. Granted, your most misleading paragraphs were prefaced by "apparently," and appearances surely can be misleading. I **hope** this is accident rather than editorial intent. The "matter of principle" verbally espoused by proponents of the ROTC legislation is that the faculty should both have and exercise some control over the content of, and the selecting of men to teach, ROTC courses.

Yet the written proposals asked us to affirm our "belief" that UNDER NO CIRCUMSTANCES (this phrase is implicit) should credit or faculty status be retained in the ROTC program. Your editorial condemns the faculty for failing to "take a stand on the principles they believe in," yet states also that "had the proposals called for the abolition of these privileges for ROTC there would have been no chance for passage at all."

Where is YOUR elegant sense of "principle" hiding when you ask the faculty to support a position with which, by your own admission, we do not agree? If you understood and meant what you wrote, you should apologize to your own diluted integrity— if you did not understand what you wrote, you should apologize for your own deluded intellect — if you understood what you wrote but did not really mean it, thank you for a good, old-fashioned lie.

If you will indulge my "chickenshit attitude" (Bittman, p-1) one more feeble point, I call your attention to the honest article in The Campus, stating that the committee was set up to study possible alternatives to the existing ROTC program. Is Col. Hefti's presence on such a committee any more "Curious" than the presence of students on committees studying the relationship of students to "The College?"

Philip K. Hooper
Mathematics

The Editor Replies:

Your affirmation of the faculty's belief that under no circumstances should credit or faculty status be retained for ROTC is an important point of clarification. The problem is that faculty members working closely with the issue do not all recognize the phrase you refer to as implicit. The ROTC committee was to determine the precise nature of its committment to the faculty's proposal today. Hopefully, your interpretation of the faculty guidelines is the one which has been adopted.

I did not ask the faculty to approve anything they do not believe in — I think that is clear in the editorial. I suggested that the faculty as a body take a clear position.

Draft counseling is now being offered Wednesdays between 3:30 and 5:00 in room 202 of Proctor Hall. If you cannot make it during these hours call: 2932.

The Middlebury Mobilization for Peace is holding a series of educational films to be followed by a discussion period. These hour-long movies will be shown at 7:30 in Proctor Lounge free of charge.

The first film will be:
MARCH 18 SEMESTER OF DISCONTENT —
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Editorials

Mindless Acts

Television sets, vending machines and tables have been smashed in several dormitories during the past few weeks. Cases of shoplifting and theft have been reported. There is no excuse for such activities here. There is no degree of drunkeness which excuses wanton destruction; there are no students at Middlebury so deprived that they must steal.

The acts of destruction and thefts are committed by a few individuals with mindless contempt for responsible, civilized behavior. The kind of attitude which last spring fostered the systematic destruction of $4,000 worth of furniture at one of Middlebury's fraternities must not be accepted in silence by students.

How can students expect their demands for autonomy in the dormitories to be considered seriously when common dormitory property is wrecked in complete disregard for the most basic standards of behavior? How can students expect their requests for positions of responsibility in college policy making committees to be taken seriously when it is considered permissable to flaunt the most basic responsibilities before the law.

There is no way to enforce the rules in most of these cases. The few students who indulge their mindless impulses at the expense of the rest of us must find it in themselves to act in a civilized manner.

Petition and Rejection

As the various dormitory councils submit their proposals for second semester parietal hours, the familiar pattern of petition and rejection is once again emerging. Like the residents of Gifford, Henckels, and Porter Field Road House last semester, the men of Painter Hall and the new dorm have asked for parietals beyond the restrictive noon to 1 a.m. guidelines set by the administration. Painter residents want their dorm open for visiting from 10 to 1 a.m. Sunday through Thursday, and from 10 to 3 a.m. on Friday and Saturday. The men in the new dorm are requesting 24-hour parietals.

In the Student Senate, where the Painter proposal was approved Monday night, Chairman Bill Stearns attempted to discourage dorm members from submitting parietal requests they know will not be approved by the College Council. This is the wrong approach. As Stearns himself agreed earlier this year (when he was running for the post of chairman,) neither the dorm councils nor the Senate should try to anticipate the College Council's reaction to a particular proposal and then tailor it accordingly. Students should ask for what they want -- not just for what they think they can get.

It is an unfortunate fact that the College Council will not even consider liberalizing the parietal guidelines until its study committee on social rules has submitted a report. Nevertheless, the members of the Council all need to be constantly reminded that students are extremely dissatisfied — both, with the guidelines and with the Councils' persistant refusal to grant dormitories the right to 24-hour parietals if 2/3 of the residents choose to have them.

Just last week the president of Vassar College approved a student government proposal giving Vassar women full authority to alter their current visiting hours or do away with them entirely. The decision will be made on a dormitory corridor basis, with small groups of 10-20 residents voting on their own rules and assuming responsibility for maintaining them.

Before making its little surveys of parents and trustees, Dean Wonnacott's study committee would do better to investigate the enlightened situation at Vassar. Because the sooner Middlebury arrives at a similar solution to its "parietal problem," the more time we will have to devote to issues that we all agree are more important.

S. E.

The Campus

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Peter Delman, Editor-in-Chief

Steve Early, Managing Editor — **Jim Swinerton, Business Manager**
Karin Abarbanel, Features Editor — **Phil Pillsbury, Advertising Manager**

Jose Limon and Company Perform Exceptional Dance Program

By NANCY HELLER

Jose Limon is one of the world's best dancer-choreographers, and his Company's performance here last Thursday proved it.

In a well-balanced program, three distinct aspects of the group were displayed: in "There is a Time," they danced a series of mostly quiet, soft, "pretty" vignettes, successful but basically dull; "The Winged" was best suited to Limon's choreographic style — it made use of strong, fast, exciting themes and designs: They ended with "The Moor's Pavane," despite its emphasis on an exaggerated formal, Romantic, near balletic, narrative format.

"There is a Time" was composed in 1956 — it has been in Limon's repetoire, as have all three of the pieces presented here, for quite a long time. Its theme is a broad one, the Circle, representing the cyclical life of Man. What comes perilously close to an over-cute composition, was "saved" by the sheer professionalism of all the performers, and by the basic vitality of Mr. Limon's steps.

The use of lifts was absolutely amazing. Rather than using the balletic idea of Adagio, wheree boy supports girl, and neither dancer does much more than exhibit his technique, he has a girl lifting a boy ("A Time to Heal"), or two boys lifting another boy, or three girls lifting each other. He is equally creative in his use of dance movement - motifs, which are repeated throughout, but which never become boring.

Another way in which Limon excels is in his use of simple entrances and exits — he "crops" a slow, lengthy dance by introducing the following, fast one as the former ends — and his Company's perfect timing only seemed strained, because Middlebury has a highly uneducated dance audience which feels compelled to clap (weakly) between scenes of a long work, while ignoring excellent solo and duet performances.

The lifts were performed with great skill in "A Time to Heal."

Dancers Display Contrast and Power

Contrasts are important in Limon's work, as evidenced in the variety of moods within this first dance. "A Time to Heal" showed us Jennifer Muller's fine tecehnique, her tendernee as a femalee performer, and her suprb acting ability — a rare combination in any dancer. The "embracing" duet re-emphasized this peaceful quality, which was then shattered by Carla Maxwell's brilliant interpretation of the "Time of War, and Hate" section. Comparing her to Betty Jones, the originator of this role (who performed here, with Fritz Ludin this past Fall), I feel Miss Maxwell is a far superior dancer, and I suspect she'll improve even more with age. Louis Falco's solos were likewise infinitely better than the same steps as performed by Mr. Ludin. Another striking use of contrasts of moods within a single solo occurred in Clyde Morgan's "A Time to

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Theory of Utopian Education: A Talk With English Instructor Wm. Kerrigan

BY NANCY GRIMES

"I sometimes don't know if my thoughts are muddled or Middlebury's thoughts are muddled," stated Wililam W. Kerrigan, Instructor of English. "I don't perceive any direction in its policies. There is pressure over social regulations, so dorm rules are changed; science facilities are increased, so the admissions policies change to increase the number of science oriented students. The college reacts to issues rather than resolving a firm stance. The ROTC issue is presented as an academic question; should ROTC be given academic credit? Finally, though, it is a moral question and the college should define itself regarding the moral issue."

Kerrigan strives toward an Utopian education based on a concept of community. Though he states that "because an educational utopia can not be static, it's not possible to describe a perfect education," Kerrigan has several ideas aimed at helping us reach the ideal situation. He feels that the concept of knowledge as power must be changed to an attitude of knowledge as virtue, for "the goal of knowledge is self knowledge" and "subject matter has meaning only in its relation to individuals." Middlebury students resent the 'power concept' of education as do teachers who are, through that attitude, reduced to the role of data processors. Students tend toward the latter theory but seem hopelessly tangled with themselves. "In seminars here, students' own discussions don't get beyond the question of 'relating.' The object of knowledge is dismissed, and talking of themselves becomes a compulsion." As a remedy to this problem, Kerrigan suggests a required group therapy course for all entering students. Meeting in small groups with qualified conception of himself as well as being confronted with others conceptions of him. If he could be certain of the kind of impression he made on others, a good deal of tension within himself could be alleviated. He would be a part of a group devoted to a desire for self knowledge, which would help him learn to relate to that group and therefore to others, as well as reducing his compulsion to talk about himself. This accomplished, he would be better prepared to make more pertinent, less self-oriented contributions in class.

"A student should criticize, but in criticizing he should have in mind something better. He should have in mind an ideal and should attempt to achieve that ideal. A classroom can become as perfect as I and my students are willing to make it. It can be a model society, but not until students learn to make more connection between classroom activity and social activity. There is a tendency of students to close a book and consider the book completed, rather than to recognize that material will grow and change in significance as they develop." Students must also recognize an attempt to close the rift between classroom and social activities.

An increase in academic self-assurance is also important. "In seminars you are the seminar, the teacher at the very most is a catalyst. Students have a hard time learning from other students, they only write down what the teacher says. When talking to one another, they fall into a vague kind of language.

"The English Department has a provision that if a group of students want a seminar, and can find a teacher to teach it, the course will be held. The student's lack of assurance is mirrored in the fact that they haven't used this provision. In Utopian education they would embrace this right joyously."

Another change of classroom attitude should be in the teacher. "A teacher is working twenty-four hours a day; everything he does is relevant to the classroom. A teacher can only teach what he himself knows. When he is not teaching, he recharges his ego; when he comes back he brings his whole self to the

Continued on page 9

Beethoven Quartets

BY GRAHAME SHRUBSOLE

Beethoven's quartets, like the piano sonatas, cover the whole of his mature creative life. Each of the three so-called periods discerned in Beethoven's works is about equally represented in his total output of seventeen quartets.The Guarneri String Quartet in their recent concert played quartets from each of the three periods, representing a development over some thirty years from the first sketches for op. 18 in 1794 or 1795, a couple of years after Beethoven arrived in Vienna, to the completion of op. 135, in October, 1826, five months before his death.

The first work on the Guarneri's program was the fifth quartet, in A major, a work that was undoubtedly finished around 1800 and was probably for publication. A melody, revised from an earlier form, the third movement variations occurs as a sketch for a piano Rondo in C minor, dating from about 1795. In June, 1801, (shortly before the publication of the op. 18 quartets) Beethoven wrote to his friend, Amenda, "By no means pass on your quartet (op. 18 no. 1?), as I have altered it greatly; for only now have I learned to write quartets as they should be written, as you will see for yourself when you receive them."

Whether or not Beethoven would have retained this opinion in later life is debatable. The op. 18 quartets, no. 5 included, are all more or less indebted to Haydn's quartet style. However, it is well to remember Ries' remark on this point: "Haydn had wished that Beethoven might put the word 'Pupil of Haydn,' on the title of his first works, Beethoven was unwilling to do so because, as he said, though he had some instruction from Haydn he had never learned anything from him."

Actually, Beethoven probably used Mozart's A major Quartet, K.464, as a model for this work. There are numerous similarities in overall plan and in detail. Beethoven's quartet is not, though, as closely knit as Mozart's; nor is its counterpoint so smooth.

Throughout the piece there are distinguishing touches of originality — the thin texture of some of the writing in the first movement and the duo at the beginning of the second (ex. a, b), the coda of the first movement in which at one point the first violin seems to be trailing the other instruments by half a bar. The opening phrase of the minuet is curious as it is identical with the "Es Muss sein' theme of the last quartet (ex.c).

The third movement is considered by some critics to be the most important of the quartet, illustrative as it is of Beethoven's art of varying a theme which goes far beyond similar works of his precursors. Some of the techniques (such as we find in ar. III were new at the time that they were written and "opened a wide field to the development of chamber music." Radcliffe points to the cadence of the first half of the third variation where "the bass moves a beat later than expected," (ex.d) as prophetic of later things. The fourth movement, like that of the Mozart quartet on which it is based is in a freely contrapuntal sonata form.

Just as the Third Symphony breaks away from the past in form and content, so do the so-called Razumovsky Quartets op. 59, composed in the latter half of 1806. Commissioned by the Russian Ambassador at Vienna, Count Andreas Razumovsky noted for his vast expenditure on the sciences and Arts, the three quartets are of symphonic proportions. The first was the first work of its kind in which all four movements were in sonata form; the second and third each have three movements in sonata form. They were not at all well received at first (perhaps worse than any other piece by Beethoven), being dismissed as the work of a madman as being a joke, and so on.

The opening of the first movement of op. 59 no. 2 with its temporary shift from E minor to F (ex.e) is quite obviously related to the sonata op. 57 (Appassionata). It is not as "unrelievedly sombre," however, as the latter work.

In characteristic fashion the opening motif (ex.e) is developed throughout the movement interrupted only by the more lilting secondary theme and the brilliant syncopated codetta figure (ex.f).

The beginning of the development moves suddenly from G major to E flat major, thence to E flat minor and enharmonically to B minor. Beethoven proceeds to explore more remote regions such as A flat major, throughout the development. This restlessness of keys achieves mammoth proportions in the last string quartets, the key signatures of movements and sections of movements differing radically.

In this quartet (as in all of Beethoven's works in E major or minor) the central or slow movement is in the relative key. The two modes of E apparently had radically different connotations to Beethoven Although in sonata form, the second movement has much more continuity than might be expected due to the way in which Beethoven smooths over the joints between the sections. The shift from D sharp to D flat in the second violin part of the fourth measure is "prophetic of later works." (ex. g). In fact, we will see a similar shift but to different effect in the last quartet. The final appearance of the first theme "in a high register, over new and striking harmonies, with no competing counter-melodies," is particularly striking. (ex. h)

Beethoven had pledged that he would include a Russian theme in each of the op. 59 quartets. Actually only the first two contain such, and in each of them the original character of the Russian melody is completely disregarded and is quite changed.

It is in the trio of the third movement that we encounter the Russian theme in the second quartet. Originally a solemn church hymn, it is familiar also from its use in the Coronation scene of Boris Godounov. Here it is treated as the subject of a lively Fugue. The high point of the movement is perhaps the canonic treatment of the theme near the end. (ex.i).

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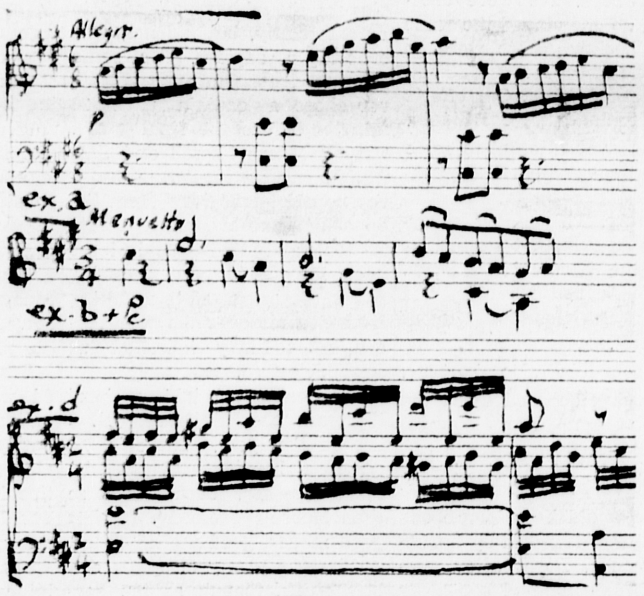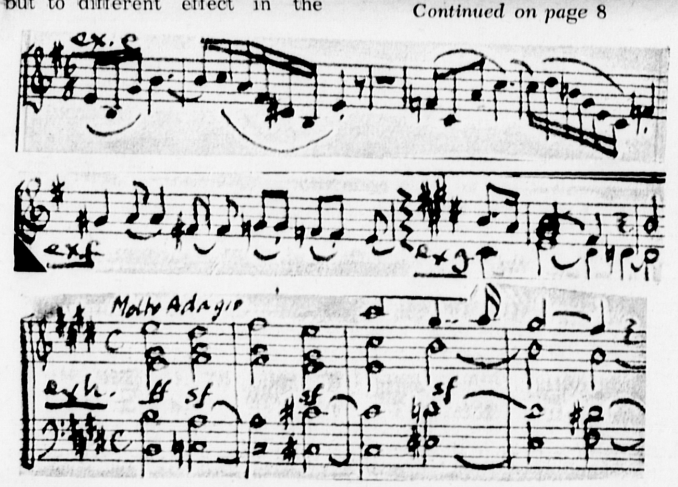
LETTERS

Mother . . .

To the Editor:

Middlebury College has announced another in its never-ending series of financial blunders. As a junior at the school I have seen three jumps in tuition, two jumps in room and board, a 150% increase in the automobile registration fee, and now, a ruling that any student not contracting to eat with a fraternity must contract to eat with the college. The student is in large part the customer of the college, and it is reasonable for him to expect increased services for increased costs. I personally find these services hard to pinpoint.

Not only are rising costs rampant, but the college also seems to feel free to terminate existing services, and commit breach of contract with the student. In (at least) Starr, Stewart and Painter Halls and in the new complex residents have for some weeks gone without individual maid service. Certainly, all of us can survive without said service and probably should, but I doubt that this is adequate justification for breach of contract without compensatiion.

At this particular moment in economic history the problem of rising costs appears to be all but unavoidable; this is not the major fault in the college financial policy. As I see it, the problem is rather one of priorities. Ideally administration wants and student needs should be at one, and I do not doubt that this is the desire of the administration. But the desire seems rarely put into actual practice, and the wants of the administration seem continually to take precedence over the needs of the student. The automobile registration fee and the board ruling are perfect examples of this situation.

Re: car registration. The student has no need for clearing and maintaining roads upon which he cannot drive. The student does have a need to save money where he can. In the event that the campus roads are necessary to the college's functioning these roads are of equal importance to all of us, not only car - owners; that being the case, we all should be equally assessed. In raising the registration fee and citing the above as a major reason the administration violated the student needs and the principle of equality. This, a fifteen dollar increase, rates as an annoyance.

Re: force-feeding. Here the problem is more complex; it involves financial considerations and considerations of personal freedoms. As an independent eating around the town last year I ate for approximately two-thirds of what I now spend in Proctor. (My decision to return to Proctor was other than financially based.) Witnesses will testify that I did not suffer from malnutrition. Unless he possesses a prodigious appetite, one can eat more cheaply away from rather than in college facilities.

What is more important is a violation of personal freedom and questionable use of student rights. Dean O'Brien has cited the high cost of the student societies as the cause behind the force-feeding decision. The student societies are untested in the Middlebury situation, and, six months before their scheduled debut, they are substantially unplanned. (This is in no way attributable to their planners; they were notified in mid-February of their task by the adminisration. They have been given the responsibility for remaking the Middlebury social life in seven months, an administration error, not their own.)

Hence the entire conception must be called a risk, and no small risk. By virtue of the force-feeding policy, students who will not participate in the societies and will dine as independents in Proctor are forced to help foot the bill for this risk.

And a significant minority of independents (men and women) who have a clear-cut right to eat anywhere they chose and desire not to participate even in the Proctor "life style" will also be forced to foot the bill for this risk.

The student societies, spawned by our great Mother in New Jersey, and the force-feeding which accompanies these societies were called by Dean O'Brien in last week's **Campus** a not "very popular policy." I congratulate him on his depth of perception. I recommend to the affected students one of the oldest known forms of protest: the economic boycott

H. Zinn

Sports Opinion: Frosh Hockey?

By NAT AYER

What point is there for a college hockey team to exist, if, comparative to other teams in its own division, it is as horrendous as the frosh hockey was this year? What worth is the embarrassment to present an absolutely winless team? Is the constant frustration and growing cynicism worth the apparent fruitless efforts of a few individuals in an extra-curricular activity?

Here are a few facts about this glowing '68-'69 season. Our record was 0 (ZERO) and 10. That means we didn't even win **one** game. Well, if you're English, perhaps you can accept that, but I for one, and the rest of my teammates as a whole, cannot.

Our goalies, Sals Adams, Len Fricke, and Dave Steece, made a total of 440 saves. The opposing goalies had to make only 170. Sals handled on an average 40 shots per game! This is an absurd figure for a season average! We scored 16 goals total, compared to the oppositions' 55. These figures are almost getting insulting. But two more. The penalties. Ah! There we completely out-did everybody. We racked up a total of 105 minutes (ten games, and two misconduct) contrary to our foes' 66 minutes. The total number of points scored by the whole team falls short of Dickinson's sole amount on the varsity by one point.

Who Cares?

What this all boils down to, looking only at the scorebook, is a very poor hockey club. But as some of the players themselves began to think as the season progressed, who cares? So what? I guess we're a big joke.

It was not awfully hard to begin thinking this way. But if this type of attitude persists, it means that the individuals are demeaning their prides and value as members of this community. Freshmen are not just "Freshmen," but soon to be sophomores (and then they will be treated as completely different people).

But this should not depracate our value at this time. Through hockey many of us find certain values not possible in other areas of college life. Also through hockey certain other things are severely affected. There are times when we will return from a game too tired to read a hundred pages of history or economics. We may lose sleep through injuries. Or have you ever tried to get close to a girl with a black and blue, swollen, scabby, and bleeding lip?

I'm certainly not saying that these occur only to us. Of course not. But at times it is hard to understand why freshmen are not always treated with the same respect as the varsity. We both go through the same difficulties, and attempt to attain the same rewards. Just because as freshmen we're younger does not mean we should not receive the same considerations as the older boys. (This of course presupposes that the older players get more respect and cooperation — but that is another matter).

Varsity sports have pretty well established the right to play, and the only arguments against them is how seriously they ought to take winning. But for freshmen, even the right to play is tentative. Many consider it fine if they win, but if they lose, it doesn't really matter. Besides being important for freshmen individuals, if the varsity hopes to produce consistently good teams, they must have some sort of "farm system." This is easily accommodated by freshman teams. Certainly this year's varsity teams are very dependent upon sophomores, last year's freshmen.

Varsity Conflict

Why was this year's frehsman hockey so poor? A number of reasons, some that can be helped, some that cannot. The most overpowering problem was the removal of the seven best players for varsity use. Dave Norton and Greg Hawkins played continually with it, while Bob Allanson and Roger Knowles left (perhaps they could have continued to play if they had been under the less strenuous demands of the freshman team) and Bill Everett, Mike Terwilliger and Moore Newell played double roles.

Although this hurt the team's winning potential badly, none of us carried any resentment. One reason for this certainly is that far fewer of the freshmen that did play could have if the better men were on the team. On the other hand, the result of having three players practicing with the varsity, is that there is the automatic assumption that the varsity is better. This played some part I'm sure in the gradual disintegration of the team's morale.

What's Your Name Again?

Without these better players we were handicapped. That has never been one of the major issues, though, and there are more relevant ones. The most disastrous was not being able to practice. This would seem to be an automatic privilege of any team, and it does not even entail the "sin" of winning, but is rather just a meeting of a bunch of boys with a common interest. Perhaps twelve times all winter did we have everybody out at the same time. Most practices saw three or five players shinnying. Any sort of cohesive drill was impossible with so few people. The situation arose because of class conflicts. Classes are most important, granted, but could not some arrangement have been made? This conflict rose to the extent that once a boy could not play in a game because he **had** to watch the **Boob Tube!**

It was impossible to produce any sort of a team under these circumstances. We were unorganized, no one played the same type of hockey. There were no plays, neither for break-out, offense, nor defense. Our efforts were individual, not coordinate.

Did we ever attempt to solve this practice problem? I remember trying to arrange a time in the evening. This suited everybody's schedule, but we ran up against the Carnival Ice Show. They too needed new ice, and this was not possible without the Husky.

Our schedule also hurt us. Dartmouth clobbered us in the first game 11-0, but according to late season reports, this might have been an exaggeration. We would have long spells of inactivity, followed by bunches of games. Right after midwinter break, we had two away games in three days. Most of us had not practiced more than once in nine days, and we wilted before Williams and Northwood. The next week we had a game, and then there was the Carnival. What suffered was our academics. Some of us have only found the time to catch up last week!

'69 — Only 2 Will Try Out

Of what ability were the players on the final team? The first corps was good and with practice we could have more than held our own with the other first lines. Shepardson and myself (6 points), Everett (5), Terwilliger (3), and Newell (2) composed this group. There was a gap between us and the second line, made up of Nyvall (0), Temple, Browne Whipple and Fricke (1 each), but they distinguished themselves by hustling fiercely. The third line had troubles, partly because they weren't played much. Andy Schwartz (2 point) comments strongly: "The thrd line was not quite up to the caliber of the first two, but they might have been used more effectively in spelling them." This is true. There were frequent occasions when some of us would play for half a period straight because of man-down situations, and the third line should have been allowed to relieve us. Deciding who should play and who should not is always a tough problem, but I admit that we should have taken it upon ourselves to even out the playing distribution.

Another aspect which we the players should have attended to automatically, but did not, was choosing a captain. For some reason freshman teams never chose a captain until 20 minutes before the final game. Having Moore Newell and Sals Adams in that responsible position would have given them the opportunity to encourage organization, and this would have been invaluable. Our growing sense of "neg ad" resulting from despair over the poor record, most likely inhibited us from doing so.

The constant bright spot of the team was Sals Adams' playing in the goal. There is no question that he held the defense together, even more so than Moore's big body. He has good moves, good angling sense, good style, plenty of spirit, and he's quick, though as the season progressed he slowed down. This is understandable, for no practice, no quickness.

Poor Vintage

Is this article trying to give excuses or squeeze sour grapes? Or am I attempting to present a problem which was unfortunate and maddening to many people, something, partly unnecessary, and producing effects reaching significance for beyound the Field House walls?

All along I have been told that college was an increase in the educational system, of which athletics I hope are being seen to be a part. In most activities, there **is** an intensification, or can be, depending upon the individual. From my own experience in prep school, and my teammate verify this, hockey was an important event. The first team was something special. We were given a lot of attention, by means of facilities and equipment, coaching, and prestige.

It is true that freshman should realize that in many respects he is an underdog when his senior days in High School are over, but this seems somewhat irrelevant in sports.

We Got Worse Not Better

Varsity hockey is much more demanding than secondary school hockey, so all preparations should be geared towards meeting this new, more rugged standard. Most of us agree that we stepped down in hockey this year on the freshman team. It would seem beneficial to everyone involved, and that ultimately means everyone in the college community, to provide a stepladder course in athletics, starting in high school, continuing towards the goal as a freshman, and ending at varsity. Is the failure to do this really necessary? Does the college really consider the freshman so unimportant that we cannot even find time to practice? It would be sorry if this were true, for many of our problem could be solved in a comparatively simple manner.

Several aspects are involved with our poor season. The entire athletic program was partly to blame (for not being able to find a convenient practice hour, to locking us out of our dressing room). We as players could have been more responsible for securing our own interests, which we seem to value so highly. And perhaps the school should review its attitude toward freshmen, to create an atmosphere of evaluation more on ability and potential benefit, rather than on the present "ranking" system.

The Nixon Team Second Stringers

By STEVE EARLY

(Note: This is the second of two articles on Nixon administration appointments.)

When Nixon tried to make Willie Mae Rogers of the Good Housekeeping Institute his advisor on consumer affairs, The New York Times protested loudly. Miss Rodgers, it developed, had no plans to quit her job at Good Housekeeping and thus, would have been in an obvious conflict-of-interest situation at the White House.

Without the Times' seal of approval, (and after heavy criticism elsewhere in the press) the Rodgers appointment fell through. Unfortunately, the objectionable backgrounds and records of Nixon's other cabinet and sub-cabinet appointees have not received equal scrutiny.

Mayday, a new Washington weekly, is one journal that is digging up the kind of information about high government officials that does not often appear in **Times'** editorials or "Man in the News" profiles or anywhere else in its columns.

Edited by former **New Statesman** correspondent Andrew Kopkind, consumer protection crusader Ralph Nader, James Ridgeway (author of "The Closed Corporation") and veteran political reporter Robert Sherrill ("The Accidental President," "The Drugstore Liberal,") **Mayday** is continuing in the best tradition of **I. F. Stone's Weekly** — now published bi-weekly by the dean of Washington's radical muckrakers, I. F. Stone.

4. Kennedy & Mayo

While **The Times**, for instance, was content to talk of the "progressive" views and "orthodox" financial outlook of David M. Kennedy, Nixon's new Secretary of the Treasury, **Mayday** pointed out that "for the first time since the Hoover Administration commercial bankers (remember Andrew Mellon?) have firmly taken over the purse strings of government." In issue number 13 (Jan. 3) it reported:

"By making David Kennedy Treasury secretary and Robert Mayo Budget director, Nixon is placing the nation's finances in the hands of Continental Illinois Bank and Trust Co., where Kennedy is chairman and Mayo, vice-president. Both worked on a Johnson panel to streamline the budget last year, and they are active along with Maurice Stans, the new commerce secretary, in the Tax Foundation, a private business group which wants to lower corporation taxes and distribute the tax burden more equitably among the citizenry through regressive devices such as the sales tax.

"Continental Illinois belongs to the American Security Council, a super-detective agency, staffed by former FBI agents, that keeps files of one million suspected Communists. The Council makes checks on prospective employees for its members.

"In 1965 both Kennedy and Mayo lobbied vigorously for the bank emrger act, which specifically allowed their bank to undertake a major merger and in general went another step along the road to exempting banks from the anti-trust laws. As chairman of the bank, Kennedy wrote letters to the staff, stockholders, and even pensioners, requesting them to lobby their congressmen on behalf of the bank merger legislation. He directed people to send their letters to Congrss on personal stationary, and to make sure they did so, asked that copies be sent to his office.

"Every so often Kennedy announced a tally of how many employees still had not written their letters. House banking committee chairman Wright Patman even got a note on personal stationery from Mayo, who cited his long experience as

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Nixon Team . . .

Continued from page 6

a government employee in urging the bill's passage. Mayo did not say that he was a vice president of Continental Illinois.

"Patman now wants to block loopholes in the banking laws to stop the move by large banks (including Continental) to form holding companies, thereby turning themselves into investment trusts. This will be a pitched battle, and as Treasury secretary and Budget Director, Kennedy and Mayo are well placed to argue the banks' interests."

5. Volpe

Nixon's choice of former Massachusetts governor John Volpe as Transportation Secretary was in the same vein as the Hickel selection. Nixon needed someone who could plan for the development of much-needed public mass-transit systems; so he chose a multi-millionaire highway contractor who is never happier than when he is laying down four lanes of concrete to accommodate more monoxide spewing private automobiles.

The current imbalance in government expenditures for highway construction as opposed to mass transportation is bad enough; in Johnson's last budget $9 billion was allocated for more expressways and only 400 million for new public transit systems. With Volpe behind the wheel of the cement mixer things are bound to get worse.

As Steve Pilati wrote in **The Village Voice** three weeks ago (in an article entitled "A Bulldozer Babbitt Goes National"):

"At a time when the hegemony of the highway and the primacy of the passenger car are being challenged from every quarter, Mr. Nixon has given us a transportation czar who has exhibited a quaint, simple faith in the old ways — not surprising, in view of the way Volpe amassed his fortune in the construction industry."

Like Hickel and Packard, Nixon has chosen in Volpe a man who made his living in the same field as the big lobbies he is now facing as a cabinet officer. Particularly like Kennedy and Mayo, Volpe was at one time in the position of the lobbyists himself.

His entire career, in fact, seems to be one long conflict of interest. When he was state public works commissioner under Massachusetts Governor Christian Herter in the mid-1950's, he was accused of using his office to approve an access road to a super-market built by his construction company. During the 1966 gubernatorial compaign, Volpe spent much of his time trying to live down the disclosure that 18 architects who had contributed to his earlier campaigns were the same architects who received two-thirds of all the design contracts authorized during his two years in office.

Senator Edward Brooke, who, at the time, was Volpe's attorney general later issued a report that decided Volpe "had not acted improperly" in the awarding of the contracts. But by then the people of Massachusetts had learned that his construction company was building three hospitals costing the state a total of $12 million.

According to Pilati's **Voice** article,

"Brooke had gotten Volpe out of another potentially embarrassing situation the year before when he ruled that 'individuals and corporations may buy advertising in books connected with political testimonial dinners, and if there is evidence of the advertising being helpful, it can be treated as a legitimate (i.e. tax deductible) business expense.' Volpe had come under fire after publication of a testimonial book for a September 13, 1965 dinner. Of the books 116 pages, 106 were devoted to advertisements, many of them from giants in th construction industry who had done or hoped to do business with the state. The ads cost $1000 per page.'

Now Volpe, who says he favors a "balanced transportation policy" (but who let the Mass. Bay Transportation Authority bus and subway system deteriorate while he was governor), will soon be moving into the nearly completed $40 million Department of Transportation building — built coincidently by the John A. Volpe Construction Company. What does he propose to do about that? Sell his $1 million worth of stock and change the name of the company to 'Volpe Construction."

6. Blount

At least Volpe has never been accused of racism. The Feb. 3 issue of **Mayday** reports that last spring the Equal Employment Opportunity Commission ruled that the Blount Brothers Corp. — an Alabama contracting company owned by Postmaster General Winton M. (Red) Blount — was guilty of violating the Equal Employment Opportunities Act. The case was brought before the commission in September, 1967 by a black employee of the company who charged that Blount fired him because of his race. Blount Brothers does about 50 percent of its business with the government but since Blount himself became head of the Post Office Department (which has always prided itself on its large number of black employees) the findings of the commission have been officially ignored.

Red Blount has been heard before on the issue of race. In 1958 he supported John Patterson for governor of Alabama. Patterson was also supported by the KuKlux Klan in a race in which the losing candidate, George C. Wallace, later complained he had been "out-niggered." Wallace, who vowed he would never be caught "soft on race" again, was last year invited to join the Republican Party by Georgia millionaire Bo Calloway, Nixon's presidential campaign director in the Deep South. Calloway, who said that Wallace "would feel at home with us," was also the one who urged Nixon to appoint Blount as Posmaster General.

7. Campbell

Worse yet than Blount is Nixon's Under Secretary of Agriculture, Philip Campbell. Warning that his appointment "should give pause to everyone but vegetarians," I. F. Stone reported that:

"As a representative of the meat industry-oriented National Association of State Departments of Agriculture, Campbell vigorously opposed the 1967 Meat Inspection Act, which he will now be largely responsible for implementing. During the same hearings at which Campbell testified, it was brought out that state governments had been abysmally lax in maintaining clean meat standards within their jurisdiction — Pennsylvania, for example, had 530 non-federally inspected meat facilities but only bothered to inspect 46 of these. Yet Campbell opposed the Federal Government's stepping in on the grounds that it would tend to discourage state initiative!"

Campbell is another southerner of Wallaceite leanings but unlike Wallace he took the advice of fellow Georgian Calloway, and quit the Democratic Party to become a Republican — specifically in protest against the seating of Julian Bond's biracial Georgia delegation at the 1968 Democratic national convention. As Under Secretary, Campbell will be able to impede the desegregation of the Agriculture Department's extension services and particularly, its surplus food program for the black poor in the South. He was recommended to Nixon by Strom Thurmond.

8. Leonard

Last but certainly not least in terms of the scope and importance of his position, (or his peculiar background for it) is Jerris Leonard, Nixon's new assistant attorney general in charge of the Justice Department's civil rights division. **Mayday** (issue 17, Feb. 10) tells it this way:

"Leonard is against sin. As a Wisconsin state senator he sponsored a bill which would permit the state to remove children from their mothers where there were repeated instances of illegitimacy. That would serve as a correctional device to rehabilitate the mother.

"He is worried about communists. In 1965 Leonard heard that John Gruber, then managing editor of the University of Wisconsin paper, the Daily Cardinal, was 'living with known political leftists.' One of them, said to be the son of a communist, was writing columns for the Cardinal. Leonard asked the Regents to investigate. 'If it is determined that Mr. Gruber's reported associations influence the political tone of the Cardinal,' he declared, 'it is clear that his removal must be sought.' The regents dismissed the complaint.

'As for youthful criminals, Leonard believes the cop on the beat should be allowed to deal with juvenile offenders who are now being 'mollycoddled" by the juvenile courts. In referring

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Beethoven Review . . .

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Although the fourth movement is in E minor it is not until measure 52 that the tonality is established. The movement starts out in and constantly refers to C major, notably just before the Piu Presto at the end.

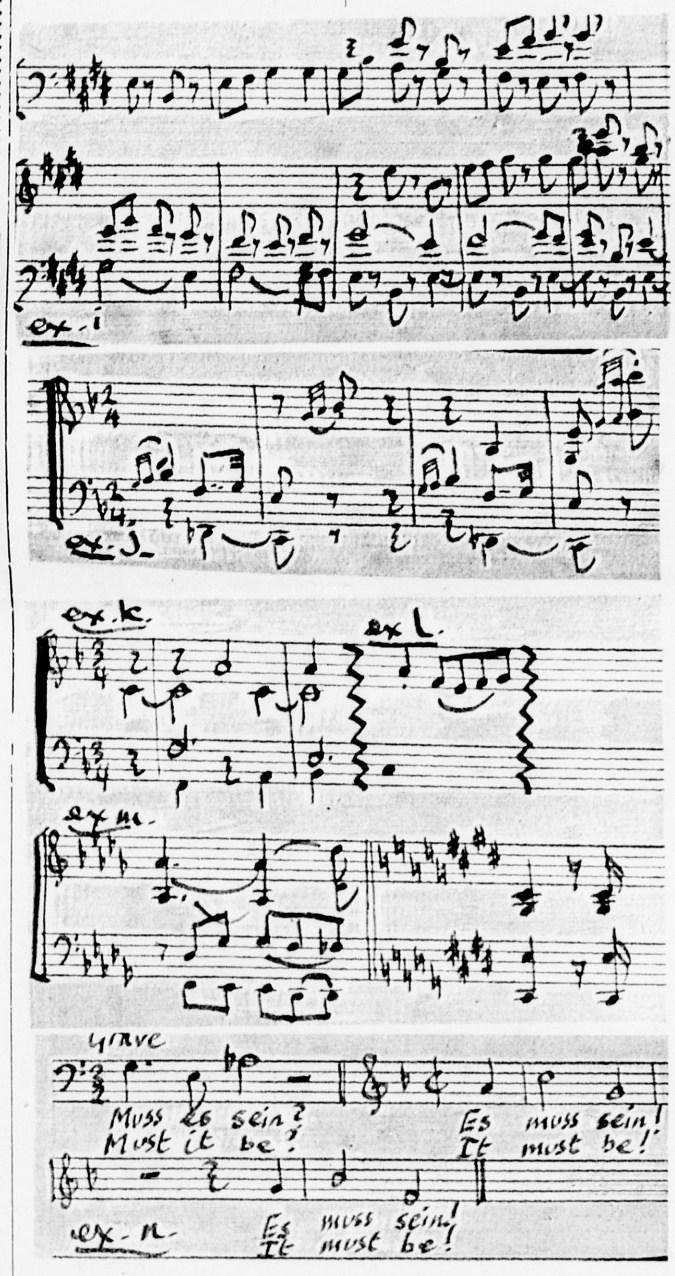
The op. 135 quartet, Beethoven's last work in this form (and indeed his last work of any sort save trivia and the new last movement to the B flat quartet), like the last movement of the second Razumovsky quartet, starts — or at least appears to — in an alien key. (ex.j). Unlike the other last quartets, this one is in the traditional four movements and is of small proportions. The quasi fugal treatment throughout this movement, not to speak of its sparsenes, is characteristic of the last works.

The second movement with its sudden and apparently functionless shifts from F major to resounding E flat octaves, and hurriedly to C major, begins with each instrument accenting different beats. (ex. k). The effect is heightened by the insistent repetition, for instance of the figure (ex. l), which occurs no less than fifty-one times unchanged as an accompaniment to the huge leaps on the violin.

Starting with a single F, Beethoven commences the third movement by outlining a D flat major (the key of the movement) chord, sounding the root last, and thereby forming a completely smooth and simple shift in tonality. This movement consists of a theme with four variations, the second of which is in the enharmonic minor (C sharp), simply approached by flatting the third in the viola part. (ex. m)

To Moritz Schlesinger (Beethoven's Paris publisher.)

What a poor unlucky wretch I am! To begin with, it was hard going to compose this, because I had a much greater work on my mind. I composed it frankly because I had pledged my word and I needed the money. You can see from the motto "Es muss sein" that I wrote it with relunctance. And, to make matters worse, I could not find a copyist in all Gneixendorf to write it out accurately so that you could engrave it easily. So I had to copy it out fair myself. And that was an exhausting bit of work! Bah, it is finished. Amen!"

This letter goes a long way towards explaining the heading of the last movement: **The Decision Made With Difficulty.** The meaning of the lines of music (ex. n), inscribed beneath it is to be found in a joke that he and Holz had played on an unwitting foil earlier over the payment of 50 florins.

The opening Grave "Muss es sein?' soon gives way to the allegro 'Es muss sein'. The secondary theme is clearly related to the theme of the slow movement and it is this very theme which we hear pizzicato (in echo of beginning of the quartet) in the pizzicato bass at the coda of the movement.

Little need be said about the Guarneri's performance of these works. It was, throughout, absorbing and fine — the gusto with which they attacked the variations in the first quartet matched by the tense expectency of the slow movement in the last. At times, it is true, the second violin seemed a little hesitant and unsure but this and any other faults were only momentary. The audience (larger by far than other recent concert audiences, no doubt because of the increased publicity) expressed its pleasure by giving the Quartet a standing ovation.

ABM Write-In

A write-in session at which letters will be written to senators undecided on the Anti-Ballisic Missile Issue will be held from 4 to 6 tomorrow afternoon in Proctor Lounge. At the write-in, organized by the Middlebury Mobilization for Peace students and faculty may write their own letters or sign the letters worded by the Mobilization.

Objections to the ABM system as raised in the letter are: 1. cost; a. Defense department spending is too high already. b. money could be better utilized for constructive programs. 2. the ABM issue negates our supposed trust of other nations as manifested in the nuclear non-proliferation treaty. 3. In light warheads and other devices, the development of the fragmentary ABM system is of questionable effectiveness. 4. danger to urban areas.

Kerrigan . . .

Continued from page 9

them in a situation like this, so we were told to write a letter—that in a small college is ridiculous."

Kerrigan finds problems in Middlebury itself and in its atmosphere. The size, which Kerrigan feels should contribute to a community feeling, seems instead to help form a gossipy village. He considers the new buildings to be examples of "repressive architecture."

"There is a certain dullness in the air which most students think can be remedied by political action. But Middlebury is not part of the military industrial complex, and the problems here are more educational than political. Students should realize that action is where people are acting."

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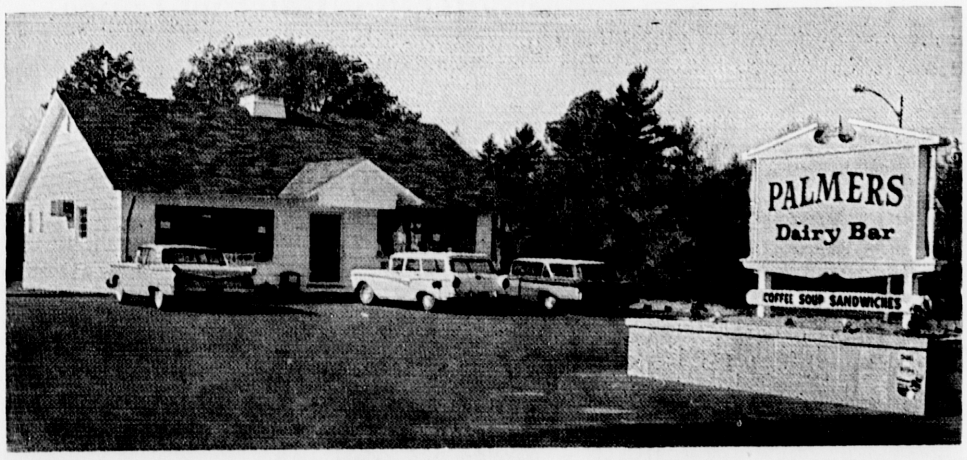

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Dance . . .

Continued from page 4

Build Up, A Time to Break Down," where a very strong dance was ended with a soft, quiet gesture that was as unexpected as it was beautiful.

"The Winged" was much more interesting than the first dance — we seemed to sense that the dancers thought so, too, for they all seemed to put their souls into this dance. Again, Limon uses a series of small studies, solo and group, to diplay his power of variation.

The mottled leotards and face painting were tastefully used — Limon never resorts to scenery or props to express himself. He says all there is to say in term of pure movement — and Louis Falco's two solos only show that. He possesses a beautiful body, a highly unusual face, flawless technique, intelligence and style to be seriously considered a worthy successor to Limon himself. Most succesful of the group work was the "Feast of Harpies," in which five fabulously comic females are alternately delightful and terrifying, as they scowl at each other, and gnaw on their own legs. Jennifer Muller, in the Sphinx, another perfect solo, demonstrates her wide range of styles.

"The Moor's Pavane"
Highly Moving

I had seen "The Moor's Pavane" twice before. At Penn. State Mr. Limon played the Moor, Lucas Hoving danced dogs; another dancer whose name I have forgotten was Emilia and Betty Jones was Desdemona. I remember thinking that the whole thing was far too melodramatic to work, and it then seemed a particularly sad waste of Limon's dancing on a score by Purcell, of all people.

But Thursday night was different. Though the choreography, music, costumes, and dancers were all the same, changing the other three people improved the piece tremendously. Miss Stackhouse's Emilia was properly gloating and sly, Mr. Falco's Iago was appropriately strong and treacherous, Miss Muller's Desdemona was tragically lovely, and Mr. Limon as Othello made me, at least, feel that his "dance" emotions were expressions of real pain — after performing the dancer received a standing ovation; more than deserved.

Style based on conflict within body

Jose Limon's is a strength-oriented Company, relying on powerful performance. His male dancers dominate his works, which is nice even for the change they represent, and all the more nice because they are a singularly gifted group of young dancers. Limon's dance "style" is based on an expression of conflicts, within the body — he uses several movement where the entire body is being, literally, pulled across the floor by an elbow, or a chin; he defies problems of balance at times, at all times successfully; as a choreographer, he makes excellent creative use of silence, of clapping, of rhythms in general, and even of his dancers' necessarily labored breathing — it all combines to form an integrate, coherent, aesthetically pleasing dance.

From where I was sitting I could see into one of the stage "wings," and I was amazed to discover that Jose Limon's dancers, when they get off-stage, unlike so many other performers who talk or fool around or withdraw into themselves between acts, they all stand and intently watch each other dance — that, it seems to me, is one of the marks of a truly great dance company — one in which the members are still interested in seeing performances they've seen number of times, in rehearsal and in performance.

A true dancer (rather than a technique - machine), is recognized by his ability to re-interpret everything daily, to find a continued interest in his own work, and to project this interest to the audience. Mr. Limon's Company did all this, all night.

In the pit of oblivion burns the oil of discontent and Malthusian asparagus.

Kerrigan . .

Continued on page 4

class. He tries to dramatize things through his own searching and wants students to do the same. In the classrooms should take place direct confrontations rather than lectures which breed passivity in students."

"Classes should be conducted on a psychological rather than logical level." Towards this purpose a teacher must be given a chance to know the students in his classes, thereby making it possible to have more relevant classes and to treat each student individually. Also to this end, a teacher should spend an hour correcting each essay. However, when classes are overloaded and a teacher is unable to devote this amount of time he finds himself reading and commenting on a paper in twenty minutes. "When this kind of thing is necessary it is a compromise of integrity which disgusts me."

"The conception of the administration should also be changed, for its main duty should be to serve the function of maintenance of the college. The college needs a decision making body including both faculty and students." A large democratic body could be responsible for forming the admissions policy and for the hiring and firing of faculty as well as handling of funds.

"There are two hierarchies," states Kerrigan, "the first, the faculty and students, is based on educational achievement. The second, the administration and trustees, is often based on business achievement. There should be student trustees and faculty trutees. And the students shouldn't conceive of the whole thing as a battle with faculty; students and faculty have more in common than students realize."

A more receptive governing body is neeessary. For example, the English Department will have one less member next year. Kerrigan feels that the cut is due indirectly to the expansion of the science department. "I could close my classes, but have chosen not to because I believe in a liberal arts education. Now our department is going to have more students and one less teacher. We asked the Teaching Resource Comm. if we could talk to them about this. There was no precedent for a whole department meeting with

Continued on page 8

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Hi, Daddy.

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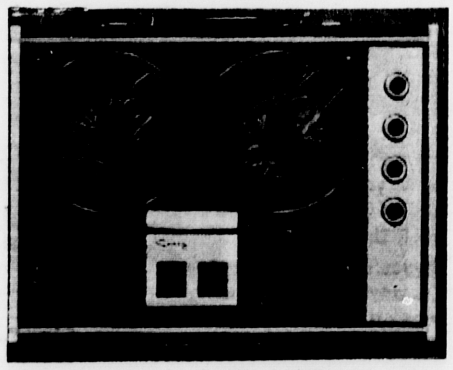

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Letters . . .

To the Faculty . .

To All Faculty:

Throughout the past year, the students of Middlebury College have been questioning the status of ROTC on campus. Mobilization for Peace, by itself and in conjunction with other student organizations, has made many constructive efforts to bring this student concern to the attention of the entire college.

Beginning in September, Mobe organized an information table at the ROTC orientation meeting both to present added information and to promote open discussion. Following this, Mobe organized a long neglected draft counseling program to aid students seeking alternatives to the draft. This will be in full effect this spring. In December, Mobilization then endorsed Mr. Pack's statement and organized individual dorm meetings with concerned faculty and students to discuss the entire question of ROTC with all students.

Then, feeling that the students had been informed of all the facts and had had time to question and discuss the academic issue of ROTC, Mobe in conjunction with the Student Senate sent out questionaires to all Middlebury students.

Mobe then established an Ad Hoc Committee to draw up and to circulate a statement petitioning the college 1) to deny academic credit in any form to ROTC courses; 2) to terminate faculty appointments for military science professors; and 3) to insure that adequate provisions be made for students presently under contract obligations to the U. S. Army and-or an ROTC scholarships. 347 students signed this petition which was then submitted to the FEPC in January.

The **"Campus"** has consistently published increasing student concern on this issue of ROTC. Again and again the voice of the students has been made clear to the rest of the college community. During all this time of student action and discussion the faculty opinion however, has not made itself apparent to the student body. Recently, the faculty brought the academic question of ROTC to vote. While upholding the principle of denying academic credit to ROTC, the faculty has failed to confront this problem **directly** and **decisively**, forming instead an Ad Hoc Committee to further their investigations of an already thoroughly investigated issue.

We remain disillusioned with the continuing procrastination of the faculty and disappointed with the committee that was finally established. We question Lt. Col. Hefti's position on this committee and his unclear status as one of its members. We wonder if the actual purpose of this committee is to finally decide on the question of ROTC status (as the students did in December) or merely to postpone the decision. What will this committee be able to do in the way of obtaining information that President Armstrong was unable to do in Washington?

In recent weeks, Harvard, Yale, Bowdoin, and Dartmouth have **acted** to remove ROTC's status as an accredited course. Are we to be late or last again?

We request and finally must demand that the faculty of Middlebury College listen to this final expression of student sentiment, and **act** in accordance with the beliefs of the student majority and with the academic principles the faculty has already expressed.

The Mobilization for Peace

Billy Budd

Billy Budd, a play by Louis O. Cox and Robert Chapman, will be presented March 21, 22, and 23 at Wright Memorial Theatre. Cox and Chapman adapted the play from Herman Melville's novel by the same title.

Professor of Drama Erie Volkert will direct the production. Principles in the cast are: John Van Leer as Captain Edward Fairfax Vere, Paul Dambowic as First Officer Seymore, Carter Jahncke as Lt. Radcliffe, Andrew Wentink as John Claggart, Peter Aspinwall as Billy Budd.

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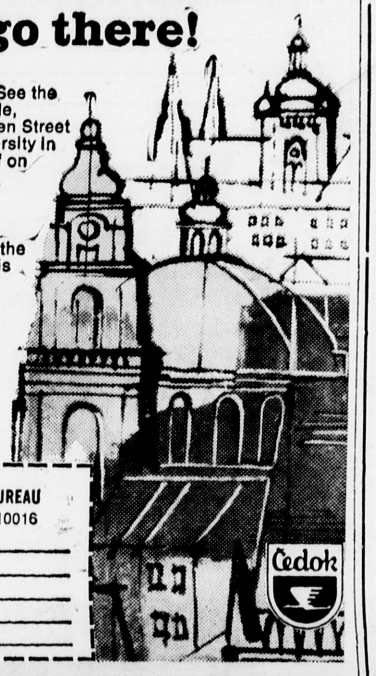

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